

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	New Horizons Family Counseling Center	The New Horizons Family Counseling Center is a long-standing partnership with public school systems in Williamsburg-James City County, Newport News, Hampton, York, Gloucester, and Poquoson through which supervised master's and doctoral interns provide family counseling to students experiencing serious emotional and behavioral problems that interfere with their academic progress.	This partnership aims to improve the welfare and academic progress of students in K-12 schools by providing free counseling services to students and to their families. The New Horizons Family Counseling Center provides services to students experiencing serious emotional and behavioral problems that school-based counseling services are not able to address.	Williamsburg-James City County, Newport News, Hampton, York, Gloucester, and Poquoson Public Schools (Dr. Johnston Brendel, Clinical Coordinator)	Yes
2.	William and Mary Clinical Faculty Program	The William and Mary Clinical Faculty Program is supported by competitive funding obtained through the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York County).	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes

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3.	Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects	The T/TAC Center at The College of William and Mary is part of a statewide network funded by the Virginia Department of Education to provide a variety of request-based support services and assistance to educational professionals serving school-age students with mild and moderate disabilities or transition needs in Eastern Virginia. The aim of these services is to improve student learning through enhanced professional practice.	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to educational professionals and local education agencies in order to service the needs of K-12 students with mild and moderate disabilities. Ultimately, the aim is to meet the identified learning and transition needs of individual students by improving student education through enhanced professional practice.	Region 2 (Accomack, Newport News, Southampton, Chesapeake, Norfolk, Suffolk, Franklin City, Northampton, Virginia Beach, Hampton, Poquoson, Williamsburg-James City, Isle of Wight, Portsmouth, York); Region 3 (Caroline, King George, Northumberland, Colonial Beach, King William, Richmond County, Essex, Lancaster, Stafford, Fredericksburg, Mathews, Spotsylvania, Gloucester, Middlesex, Westmoreland, King and Queen, Northern Neck, West Point); State Operated Programs (Virginia School for the Deaf and Blind, Children's Hospital of the King's Daughters, Eastern State Hospital); Virginia Department of Education (Drs. Lori Korinek and Sharon deFur, Co-Principal Investigators)	Yes
4.	Project EMPOWER	Project EMPOWER is a grant-funded project that was established to provide collaborative services to the neighboring communities of The College of William and Mary. The mission of Project EMPOWER is to provide school-based prevention programming through collaboration and community outreach, and to promote the social-emotional development of children.	This partnership aims to improve the achievement of K-12 students by providing school-based prevention programs that address students' social-emotional needs. Partnering schools work in collaboration with Project EMPOWER staff to identify students, needs, and programs.	Williamsburg-James City County Public Schools (Dr. Sandy Ward, Director)	Yes

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5.	Project HOPE-Virginia	Project HOPE-Virginia is the Virginia Education Program for Homeless Children and Youth and is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-Virginia ensures the enrollment, attendance, and the success of homeless children and youth in school through public awareness efforts across the Commonwealth and the issuance of subgrants to school divisions. Project HOPE-Virginia collaborates with other federally-funded programs within Virginia, such as Title I, special education, and Head Start.	Homelessness increases risk for academic failure and identification for special education, and decreases the likelihood of high school graduation. Meeting the needs of children experiencing homelessness requires collaboration among state and local agencies supporting all areas of life, including food, shelter, health care, education, and a variety of social services.	Virginia Department of Education (VDOE) Office of Student Services; VDOE Office of Special Education; VDOE Office of Program Administration and Accountability; all 132 school divisions in Virginia; Early Childhood Special Education Priority Project; Head Start (national, state, and local levels); Virginia Department of Criminal Justice Services; Virginia Department of Housing and Community Development; Virginia Department of Social Services; Virginia Interagency Coordinating Council; Virginia Commission on Youth; Advisory Committee to the Special Advocates and Children's Justice Act Program; U.S. Department of Education Student Achievement and School Accountability Office; National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; National Law Center on Homelessness and Poverty (Dr. Patricia Popp, Director)	Yes
6.	Focus on the Future	Focus on the Future is a career and academic planning experience for high-ability students, grades 6-12 and their parents. The program exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also informs parents of considerations and guidelines for effective career and academic planning.	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants, including students and their families.	Statewide, with majority of participants from Superintendents' Study Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. Tracy Cross, Executive Director)	No

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7.	Saturday and Summer Enrichment Programs (SSEP)	Saturday and Summer Enrichment programs for high ability students are offered through the Center for Gifted Education for students in grades K-9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include students' abilities to apply process skills used in individual fields of inquiry, to recognize problems and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops students' abilities, talents, and interests. The SSEP also promotes the exploration of academic disciplines, extends learning opportunities, and enriches the develop of high-ability learners, complementing and extending the educational programs that partnering schools are typically able to provide.	Statewide, with majority of participants from Superintendents' Study Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. Tracy Cross, Executive Director)	No
8.	The Eastern Virginia Writing Project (EVWP)	The mission of the Eastern Virginia Writing Project (EVWP) is to improve the teaching of writing and to improve learning in Eastern Virginia's schools. The EVWP recognizes the primary importance of teacher knowledge, expertise, and leadership. Through its extensive network of teachers, the EVWP seeks to promote exemplary instruction of writing in every classroom in our region of Virginia.	This partnership aims to improve the academic achievement and learning outcomes of students in K-12 schools by providing targeted professional development to classroom teachers in the teaching of writing. Writing is an essential skill and is highly correlated with academic achievement. Therefore, the improved teaching of writing addresses the need of improving students' writing abilities and their learning across subject areas.	Regions 1, 2, and 3; National Endowment for the Humanities; Virginia Foundation for the Humanities (Dr. James W. Beers, Director)	Yes
9.	School-University Research Network (SURN)	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and services among school division partners.	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN staff secure resources for research and professional development in service of the defined needs of the constituent school divisions.	Charles City, Franklin City, Gloucester, Hampton City, Hopewell, Isle of Wight, King and Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk, Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	Yes

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10.	Tidewater Team for Mathematics Education	The Tidewater Team for Mathematics Education is dedicated to encouraging best practices in the teaching of mathematics in order to promote excellence in mathematics achievement for K-12 students. The effectiveness of the Tidewater Team is a result of the strong partnerships between The College of William and Mary and the surrounding Tidewater area school divisions. This program provides a high level of content-specific, application-rich mathematics instruction that leads to a deep understanding of functions and their behaviors within the context of mathematical modeling and data analysis.	This partnership aims to increase the number of teachers who are highly qualified to teach mathematics at all levels (PreK-12).	Brunswick, Charles City, Chesapeake, Dinwiddie, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Poquoson, Portsmouth, Prince George, Richmond County, Suffolk, Surry, Virginia Beach, West Point, Williamsburg-James City, York (Dr. Marguerite Mason, Director)	Yes
11.	Noyce Scholars / Twenty-first Century Teachers (TCT)	With funds from the National Science Foundation, the Noyce Scholars and TCT programs aim to increase the number of K-12 teachers with strong mathematics and science content knowledge and excellent pedagogical preparation who will teach in high-needs middle and secondary schools in the region.	The project aims to have a broad impact on candidates, the K-12 students they serve, teacher education at The College of William and Mary, and national professional communities in science and mathematics education. Intended project outcomes include increased numbers of science and mathematics teachers in Virginia and improved quality of mathematics and science teaching.	Noyce Scholars complete field experiences in high-needs school divisions (including Hopewell City) and must commit to serving two years as a mathematics or science teacher in a high-needs local education agency within four years of graduation. (Dr. Marguerite Mason and Dr. Juanita Matkins, Principal Investigators)	Yes
12.	Achievable Dream	The College of William and Mary - Achievable Dream Partnership is designed to incorporate research-based practices in teacher education. The partnership promotes (1) rigorous and comprehensive training, (2) candidates in cohort groups, (3) ongoing, supervised experiences in high-needs schools, (4) support from mentor teachers, (5) induction support when candidates become teachers of record, (6) payment of a living-wage stipend, and (7) three-year service obligation in high-needs schools.	The partnership aims to have impact on candidate acquisition of essential knowledge, skills, and dispositions. The partnership also aims to strengthen the effectiveness of teachers for urban schools, where it has been well documented that the students most in need of high-powered instruction and nurturing relationships have had the least qualified and effective teachers.	The Achievable Dream Academy, Achievable Dream, Inc., and Newport News Public Schools. (Dr. Virginia McLaughlin, Principal Investigator)	Yes

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13.	Science, Technology, Engineering, and Mathematics (STEM) Education Alliance (formerly N-STAR)	This Virginia demonstration project, sponsored by the Office of Naval Research and the National Defense Education Program, which began in 2004, involves The College of William and Mary, Stafford County Schools, and the Naval Warfare Center Dahlgren Division in an innovative partnership effort to increase the science, mathematics, and technology skills of middle school students and their interest in pursuing future careers in science and engineering.	This partnership aims to improve middle school students' achievement in science, mathematics, and technology and to promote their interest in pursuing future careers in science and engineering. The promotion of careers in STEM disciplines (science, technology, engineering, and mathematics) is a targeted need identified by the federal government, as well as the Commonwealth of Virginia.	Stafford County Schools, Office of Naval Research, and the Naval Warfare Center Dahlgren Division (Dr. Gail Hardinge, Principal Investigator)	Yes
14.	Project Civics	With funds from the U.S. Department of Education, this program will demonstrate how the implementation of advanced, research-based curriculum in social studies, combined with enrichment and talent skills, will enhance civic awareness for underachieving learners in diverse settings.	This project is designed to: (1) implement research-based social studies curriculum units in grades 6-7; (2) pilot test innovative talent development strategies aimed at reversing underachievement for at-risk students; (3) develop curriculum models for teachers; and (4) conduct research on student learning and motivational gains.	Implemented in selected school divisions in Virginia and school districts in Alabama; project partners include the Colonial Williamsburg Foundation, Streetlaw Inc., and the Southern Poverty Law Center. (Dr. Jeremy Stoddard and Dr. Carol Tieso, Principal Investigators)	Yes
15.	Preparing Inclusive Educators (PIE)	Funded by the federal Office of Special Education Programs through a personnel preparation grant, this project seeks to improve the recruitment, preparation, and retention of special education and general education teachers, with specific focus on employing evidence-based instructional practices and effectively reaching students from culturally and linguistically diverse backgrounds.	This five-year project seeks to address the need to prepare and retain greater numbers of professional teachers in the critical shortage area of special education and to meet the need to reach increasingly diverse populations of students from culturally and linguistically diverse backgrounds.	Local school divisions in the geographic service area of The College of William and Mary (including Williamsburg-James City, York, New Kent, Gloucester, Newport News, and Hampton). (Dr. Sharon deFur and Dr. Christopher Gareis, Co-Principal Investigators)	Yes
16.	English as a Second Language (ESL) Partnership for Preparation	This collaboration between faculty at The College of William and Mary with selected school divisions exists to facilitate the process of arranging and supervising field experiences for teacher candidates seeking dual-endorsement in teaching English as a Second Language (ESL) while completing their initial preparation in elementary, secondary, or special education teaching.	The Commonwealth of Virginia continues to experience significant growth in its English as a Second Language (ESL) population in K-12 schools, and ESL is a critical shortage area in teaching. This collaboration aims to result in the preparation of increased numbers of general and special education teachers who hold a dual endorsement in ESL.	Williamsburg-James City, Newport News, and Henrico (Dr. Gail McEachron, Program Coordinator)	Yes

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17.	VISTA--Virginia Initiative for Science Teaching and Achievement	The Virginia Initiative for Science Teaching and Achievement (VISTA) is a partnership among school divisions, six universities, and the Virginia Department of Education, with funding from the U.S. Department of Education, to create an innovative community of support for sustained, intensive professional development of science teachers.	VISTA is dedicated to (1) research-based reform of science instruction at all grade levels to meet the needs of diverse students including rural students and students with disabilities and limited English proficiency and (2) sustained professional growth and support for science teachers and leaders. The ultimate aim is improved student learning outcomes in science through improved teaching.	Newport News, Poquoson, Portsmouth, Virginia Beach, Williamsburg-James City, York, Norfolk, Chesapeake, Martinsville, Gloucester, Hampton, Isle of Wight, Suffolk, Surry (Dr. Juanita Jo Matkins, Principal Investigator)	Yes

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Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: The College of William and Mary
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Approved Education Programs (Only education programs approved at your institution are listed.)		Elementary Education PreK-6	Mathematics Specialist for Elem./Middle Ed.	Reading Specialist	School Counselor PreK-12	School Psychology	Chinese PreK-12	French PreK-12	German PreK-12	Spanish PreK-12	Latin PreK-12	English as a Second Language PreK-12	English	History and Social Sciences	Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science	Science - Physics	Special Ed. - General Curriculum K-12	Gifted Education (add-on endorsement)	Mathematics - Algebra I (add-on endorsement)
Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																				
1.	New Horizons Family Counseling Center				X	X																
2.	William and Mary Clinical Faculty Program	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Project EMPOWER					X																
5.	Project HOPE-Virginia				X	X																
6.	Focus on the Future																				X	
7.	Saturday and Summer Enrichment Programs (SSEP)																				X	
8.	The Eastern Virginia Writing Project (EVWP)	X		X								X	X	X	X	X	X	X	X	X	X	
9.	School-University Research Network (SURN)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10	Tidewater Team for Mathematics Education	X	X												X							X
11	Noyce Scholars / Twenty-first Century Teachers (TCT)														X	X	X	X	X			X
12	Achievable Dream	X								X		X	X	X	X	X	X	X	X	X	X	X
13	Science, Technology, Engineering, and Mathematics (STEM) Education Alliance (formerly N-STAR)	X	X												X	X	X	X	X			X
14	Project Civics	X												X							X	
15	Preparing Inclusive Educators (PIE)	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16	English as a Second Language (ESL) Partnership for Preparation											X										
17	VISTA--Virginia Initiative for Science Teaching and Achievement	X														X	X	X	X	X		

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Part 3: Administration and Supervision Programs

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1.	William and Mary Clinical Faculty Program	The William and Mary Clinical Faculty Program is supported by competitive funding obtained through the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York County).	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practice and student teaching experiences of aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes
2.	School-University Research Network (SURN)	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and services among school division partners.	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN staff secure resources for research and professional development in service of the defined needs of the constituent school divisions.	Charles City, Franklin City, Gloucester, Hampton, Hopewell, Isle of Wight, King and Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk, Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	Yes

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3.	Educational Policy, Planning, and Leadership (EPPL) K-12 Preparation Cohort	The purpose of the EPPL K-12 Preparation Cohort is to identify, recruit, prepare, and support highly-qualified teachers to serve as building- and division-level leaders in local educational agencies.	This partnership aims to increase the number of committed, qualified professionals who will enter and remain in educational leadership roles at the school and division levels in local educational agencies. The School of Education works in partnership with local educational agencies to identify, recruit, prepare, and support cohort members, thereby addressing the need for highly-qualified and well-prepared educational leaders.	York, Williamsburg-James City, Hampton, Isle of Wight, Gloucester, New Kent, Poquoson, Charles City, and Middlesex (Dr. Mike DiPaola, Coordinator).	Yes
4.	School Leadership Institute (SLI)	The purpose of the School Leadership Institute is to consistently provide a high-quality professional development venue for educational professionals from partnering school divisions. The SLI meets needs of teacher leaders and professionals in formal positions of educational leadership, including assistant principals, principals, program directors, etc.	The purpose of the School Leadership Institute is to consistently provide a high-quality professional development venue for educational professionals from partnering school divisions. As an arm of the School-University Research Network (SURN), the School Leadership Institute provides high-quality professional development in areas identified by partnering school divisions. For example, themes of the SLI in recent years have included focus on literacy, research-based instruction, data-driven decision-making, and professional learning communities.	School University Research Network; Albemarle, Charles City, Chesterfield, Dinwiddie, Fairfax, Franklin City, Gloucester, Hampton, Hanover, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Martin, Mathews, Mecklenburg, Middlesex, Montgomery, New Kent, Newport News, Norfolk, Northumberland, Patrick, Petersburg, Poquoson, Portsmouth, Prince George, Roanoke City, Southampton, Stafford, Suffolk, Surry, West Point, Williamsburg-James City, York, Chesapeake, Virginia School for the Deaf and Blind, and Virginia Department of Education (Dr. Jan Rozzelle, Director).	Yes

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5.	Virginia Model for School Improvement: District Leadership Support Teams	Through a grant administered by the Virginia Department of Education, The College of William and Mary is providing extended professional development, support, and direction to division-level Leadership Support Teams in 58 school divisions identified as needing to make improvement in meeting No Child Left Behind annual targets.	A number of school divisions in Virginia are in need of support to address challenges associated with meeting Annual Yearly Progress standards in compliance with the No Child Left Behind Act. Promoting a model of division-level support, teaming, and professional coaching, The College of William and Mary faculty facilitate ongoing professional development for school division personnel and external coaches.	Accomack, Albemarle, Alleghany, Amherst, Augusta, Bedford, Brunswick, Campbell, Caroline, Charles City, Craig, Culpeper, Danville, Dinwiddie, Essex, Fairfax, Fauquier, Fluvanna, Franklin City, Frederick, Fredericksburg, Grayson, Greene, Greensville County, Hampton, Henrico, King and Queen, King George, Lancaster, Lunenburg, Lynchburg, Madison, Middlesex, Montgomery, Newport News, Norfolk, Northampton, Orange, Page, Pittsylvania, Portsmouth, Prince William, Pulaski, Richmond City, Richmond County, Roanoke, Rockbridge, Shenandoah, Smyth, Spotsylvania, Stafford, Suffolk, Tazewell, Virginia Beach, Warren, Westmoreland, Williamsburg-James City, Wythe, Virginia Department of Education (Dr. Mike DiPaola, Dr. Steve Staples, and Dr. Lucia Sebastian, Directors).	Yes